

ESEA FOR LEAS

Part 1(b): Planning a Schoolwide Program

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Title I Unit

Arizona Department of Education

Your Schoolwide Planning Team conducting the Comprehensive Needs Assessment.



STAGES OF TRANSITION

- I. Planning**
- II. Development**
- III. Budgeting**
- IV. Implementation**
- V. Evaluation**

Purpose of Schoolwide Program

- Define what your school hopes to attain by transitioning a Title I Schoolwide Program.
- Create a mission and vision statements for your program.
- Share with your Schoolwide Planning Team.
- Modify based on feedback.

Establish Schoolwide Planning Team

Responsibilities:

- ✓ Organize and oversee the needs assessment process.
- ✓ Lead the staff in developing the Schoolwide Plan.
- ✓ Conduct and oversee the program's annual evaluation.

Schoolwide Planning Team

- **Administration:** Principal or other instructional leader. This is the person who establishes the core planning team.
- **Certified:** Teachers, guidance counselors, curriculum specialists, academic coaches
- **Classified:** Paraprofessionals, administrative assistants, clerks
- **District Officials:** Associate superintendent, director, coordinator
- **Parents**
- **Community Members**
- **Business Partners**
- **Students** (most specifically at the higher grade levels)
- **External Facilitator:** An objective, outside specialist to guide the planning process.

External Facilitator

- Not a member of the school community.
- Impartial member of the team who oversees and guides the school/planning team through the transition process.
- May be a district office representative or an external consultant to oversee the process.
- Ongoing technical assistance should be provided and requested.
- **The facilitator should not be the individual creating the plan or leading the team.**

Schoolwide Planning Team Members

Representative	Name	Position	Phone	E-Mail
Administration				
Certified				
Classified				
District Office				
Parents				
Community / Business				
Student				
External Facilitator				

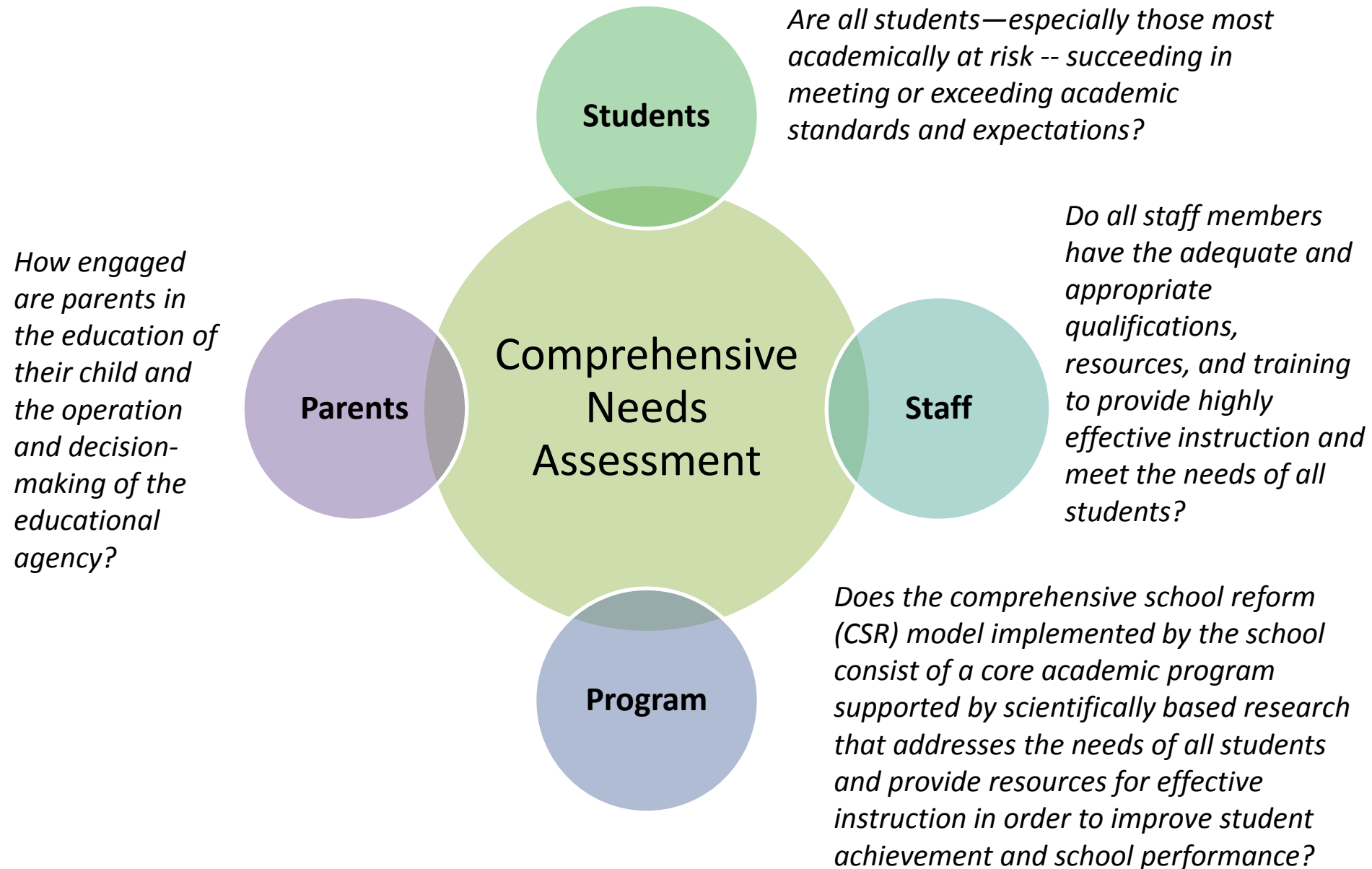
Clarifying the Vision for Reform

- Requires change in the existing education program.
- Obtain input from all stakeholders to evaluate the current status and set the direction of the school in the future.
 - ✓ *What does school reform will look like in terms of student success?*
 - ✓ *How does that vision differs from what currently exists at the school?*
 - ✓ *What steps need to be taken to implement effective change?*

Focus Areas for School Reform

- Student Needs
- Curriculum and Instruction
- Professional Development
- Family and Community Involvement
- School Context and Organization

Comprehensive Needs Assessment



Identifying Data Sources

School and District Leadership Capacity	Curriculum, Instruction, and Professional Development	Classroom and School Assessments	School Culture and Climate	Resource Management

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Mission Vision Values Philosophy Data Driven Decision-Making Leadership / Management Style Staff Meetings Committees				

Identifying Data Sources

School and District Leadership Capacity	Curriculum, Instruction, and Professional Development	Classroom and School Assessments	School Culture and Climate	Resource Management
Mission Vision Values Philosophy Data Driven Decision-Making Leadership / Management Style Staff Meetings Committees	Academic Achievement Data Core Academic Program Instructional Strategies Course Offerings Teacher Input Teacher Expectations Teacher Readiness and Qualifications			

Identifying Data Sources

School and District Leadership Capacity	Curriculum, Instruction, and Professional Development	Classroom and School Assessments	School Culture and Climate	Resource Management
Mission Vision Values Philosophy Data Driven Decision-Making Leadership / Management Style Staff Meetings Committees	Academic Achievement Data Core Academic Program Instructional Strategies Course Offerings Teacher Input Teacher Expectations Teacher Readiness and Qualifications	Student Performance Student Needs Student Expectations Formative Assessments Summative Assessments Screening Assessments Standardized Assessment Vertical Integration AIMS DIBELS Benchmarks Classroom Assessments Classroom Assignments		

Identifying Data Sources

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Identifying Data Sources

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Comprehensive Needs Assessment Formula

DESIRED RESULTS		CURRENT RESULTS		NEED
(What Should Be)	—	(What Is)	=	(Basis of Goal)

Comprehensive Needs Assessment Formula

DESIRED RESULTS

(What Should Be)

—

CURRENT RESULTS

(What Is)

=

NEED

(Basis of Goal)

This is the ideal results.

*With a Title I program,
the desired results are the
SMART Goals of the
Elementary and
Secondary Act of 1965.*

Comprehensive Needs Assessment Formula

DESIRED RESULTS (What Should Be)	—	CURRENT RESULTS (What Is)	=	NEED (Basis of Goal)
<i>This is the ideal results. With a Title I program, the desired results are the SMART Goals of the Elementary and Secondary Act of 1965.</i>		<i>This is the current reality of the performance of the school and its students. It should be strategic, specific, and in-depth.</i>		

Comprehensive Needs Assessment Formula

DESIRED RESULTS (What Should Be)	—	CURRENT RESULTS (What Is)	=	NEED (Basis of Goal)
<i>This is the ideal results. With a Title I program, the desired results are the SMART Goals of the Elementary and Secondary Act of 1965.</i>		<i>This is the current reality of the performance of the school and its students. It should be strategic, specific, and in-depth.</i>		<i>This identifies the “gap” between the ideal assessment objective and the current reality of the school and its students. It establishes the annual target assessment objective of the SMART Goal.</i>

Comprehensive Needs Assessment

**GOAL
TOPIC**

DESIRED RESULTS
(What Should Be)

—

CURRENT RESULTS
(What Is)

=

NEED
(Basis of Goal)

Comprehensive Needs Assessment

GOAL TOPIC	DESIRED RESULTS (What Should Be)	—	CURRENT RESULTS (What Is)	=	NEED (Basis of Goal)
Academic Proficiency in Reading					

Comprehensive Needs Assessment

GOAL TOPIC	DESIRED RESULTS (What Should Be)	CURRENT RESULTS (What Is)	NEED (Basis of Goal)
Academic Proficiency in Reading	100% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) attain proficiency or better in reading/language arts by 2013-2014.		

COMPREHENSIVE NEEDS ASSESSMENT

GOAL TOPIC	DESIRED RESULTS (What Should Be)	—	CURRENT RESULTS (What Is)	=	NEED (Basis of Goal)
Academic Proficiency in Reading	<i>100% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) attain proficiency or better in reading/language arts by 2013-2014.</i>	—	<ul style="list-style-type: none"><i>55% of students in Grades 3-8 attain reading proficiency.</i>	=	

Comprehensive Needs Assessment

GOAL TOPIC	DESIRED RESULTS (What Should Be)	—	CURRENT RESULTS (What Is)	=	NEED (Basis of Goal)
Academic Proficiency in Reading	100% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) attain proficiency or better in reading/language arts by 2013-2014.		<ul style="list-style-type: none"> 55% of students in Grades 3-8 attain reading proficiency. 20% of English Language Learners attain reading proficiency. 		

Comprehensive Needs Assessment

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Comprehensive Needs Assessment

GOAL TOPIC	DESIRED RESULTS (What Should Be)	—	CURRENT RESULTS (What Is)	=	NEED (Basis of Goal)
Academic Proficiency in Reading	100% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) attain proficiency or better in reading/language arts by 2013-2014.		<ul style="list-style-type: none"> 55% of students in Grades 3-8 attain reading proficiency. 20% of English Language Learners attain reading proficiency. 15% of students with disabilities attain reading proficiency. 30% of Free & Reduced Lunch Program students attain reading proficiency. 		

Comprehensive Needs Assessment

GOAL TOPIC	DESIRED RESULTS (What Should Be)	—	CURRENT RESULTS (What Is)	= NEED (Basis of Goal)
Academic Proficiency in Reading	100% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) attain proficiency or better in reading/language arts by 2013-2014.	—	<ul style="list-style-type: none"> • 55% of students in Grades 3-8 attain reading proficiency. <ul style="list-style-type: none"> ○ 20% of English Language Learners attain reading proficiency. ○ 15% of students with disabilities attain reading proficiency. ○ 30% of Free & Reduced Lunch Program students attain reading proficiency. 	83% or more of all students in Grades 3-8 must attain reading proficiency or better in the current academic year.

Resource Management

- ✓ **What resources does the school need in order to meet the school's goals?**
- ✓ **What resources does the school already have that will support the goals?**
- ✓ **Is the school utilizing all of its existing resources to their fullest potential?**
- ✓ **What resources could the school invest in that will produce the best results immediately and in the long run?**

School Resources

- ✓ Fiscal
- ✓ Personnel
- ✓ Time
- ✓ Instructional Materials
- ✓ Technology
- ✓ Community

Resource Management Inventory

Review the school's current resources and how they may be used to fulfill the needs of the school.

- ✓ **What do we have?**
- ✓ **What are we not using?**
- ✓ **How could these resources meet the needs of the school?**

QUESTIONS?

Analyzing the Data

- Based on the results of the Comprehensive Needs Assessment
- Organize data based on the four components of the *Standards and Rubrics for School Improvement*.
- Identify Areas of Strength (Meets/Exceeds), Growth (Approaches), and Improvement (Falls Far Below).
- Choose at least five for each component and measure.

Clarifying Needs

- Prioritize in order of importance those areas of need identified through the comprehensive needs assessment process.
- Based on the results of your needs assessment, what do the results suggest for the following?
 - ✓ Academic needs of the students in your school
 - ✓ Instructional and content needs of your teaching staff
 - ✓ Needs of parents and families in relation to student achievement
 - ✓ School safety
 - ✓ Students in transition
 - ✓ Sub-groups
- Complete the Priority List based upon the results of the Comprehensive Needs Assessment.

School Data Analysis

Categorize the results of the comprehensive needs assessment by strengths (meets/exceeds), areas for growth (approaches), and areas for improvement (falls far below).

Standard	Improvement (Falls Far Below)	Growth (Approaches)	Strengths (Meets/Exceeds)
School and District Leadership Capacity			
Curriculum, Instruction, and Professional Development			
Classroom and School Assessments			
School Culture, Climate, and Communication			
Resource Management			

School Data Analysis

Categorize the results of the comprehensive needs assessment by strengths (meets/exceeds), areas for growth (approaches), and areas for improvement (falls far below).

Standard	Improvement (Falls Far Below)	Growth (Approaches)	Strengths (Meets/Exceeds)
School and District Leadership Capacity	1.3 1.4 1.5 1.6 1.7	1.8 1.9 1.12 1.13	1.1 1.2 1.10 1.11
Curriculum, Instruction, and Professional Development	2.7 2.9 2.10 2.13 2.15	2.2 2.3 2.11 2.14	2.1 2.4 2.5
Classroom and School Assessments	3.3 3.5 3.6	3.1 3.2	3.4 3.7 3.8
School Culture, Climate, and Communication	4.1 4.5 4.9 4.11	4.4 4.7 4.8 4.10	4.2 4.3
Resource Management	5.1 5.4 5.6 B	5.3 5.5 5.6 A	5.2

Needs Priority List

List the five areas with the lowest levels of performance for each standard as determined by the school's needs assessment with the [*Standards and Rubrics for School Improvement*](#).

Need Category	Data Sources
School and District Leadership Capacity 1.3 Inclusive process 1.4 Shared leadership 1.5 Two-way communication 1.6 Professional development/growth 1.7 Accountability	Feedback School community surveys (student, staff, parent)
Curriculum, Instruction, and Professional Development 2.7 Instructional materials 2.9 Differentiated instruction 2.10 Research based strategies 2.13 Professional development 2.15 Content knowledge	Observations of teachers Teacher surveys
Classroom and School Assessments 3.3 Benchmarks 3.5 Assessments 3.6 Gaps in curriculum	AIMS scores Terra Nova Scores Unit Tests (Text related) Teacher made assessments (all content areas)
School Culture, Climate, and Communication 4.1 Shared philosophy 4.5 Attendance, dropout, graduation rates 4.9 Change as positive 4.10 School community as partners	Parent surveys Attendance sheets Discipline referrals School safety report Feedback and surveys
Resource Management 5.1 Allocation of Resources 5.4 Review of Budget Process 5.6 B Fiscal Support	Feedback School community surveys (student, staff, parent) Budgets

Needs Priority List

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Need Category	Data Sources
School and District Leadership Capacity	
Curriculum, Instruction, and Professional Development	
Classroom and School Assessments	
School Culture, Climate, and Communication	
Resource Management	

School Profile

STUDENTS	STAFF	PERFORMANCE

School Profile

STUDENTS	STAFF	PERFORMANCE
<ul style="list-style-type: none">• <i>What is the socio-economic status of the students served by the school?</i>• <i>What are the subgroups of the student population?</i>• <i>Are there certain subgroups that are larger than others?</i>• <i>What is the pattern of student achievement on formative and summative assessments?</i>• <i>What extracurricular activities have the largest student participation?</i>		

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QUESTIONS?

Complete for Next Training

- Schoolwide Planning Team
- Clarifying the Vision
- Comprehensive Needs Assessment
 - Strength
 - Growth
 - Improvement
- Needs Priority List
 - School and District Leadership Capacity
 - Curriculum, Instruction, and Professional Development
 - Classroom and School Assessments
 - School Culture, Climate, and Communication
 - Resource Management
- School Profile
 - Student Needs
 - Curriculum and Instruction
 - Family and Community Involvement
 - School Context and Organization

SCHEDULE OF TRAININGS – PART II

Wednesday, September 14, 2011

ADE Central, 2005 North Central Avenue, Phoenix, Arizona

Wednesday, September 21, 2011*

Governing Board Room, Tucson USD, 1010 East 10th Street, Tucson, AZ

Wednesday, September 28, 2011*

FRC, 4000 North Cummings, Flagstaff, AZ

Wednesday, October 5, 2011*

Governing Board Room, Yuma ESD, 450 West 6th Street, Yuma, AZ

Register at the [Calendar of Events](#) on the Arizona Department of Education website.

PART THREE WILL BE OFFERED IN JANUARY 2012
SCHOOLWIDE 3 WILL BE OFFERED IN FEBRUARY 2012

***Subject to change.**

FOR MORE INFORMATION

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Webpage

<http://www.ade.az.gov/asd/Title1/Schoolwide/>